Wellesley, MIT Schedule Informal Exchange Days; Students to Attend Classes, Lectures, Social Affairs

Mary Calhoun and Marilyn Avery, both '68, recently met with interested students in MIT's Baker House to discuss the Wellesley-MIT exchange days, and the possibility of coordinated extracurricular activities at the two schools. Photo by Alan Goldberg, MIT

by Mary Enterline '70

To help combat the "credibility gap" concerning the cross-registration program by permitting an informal exchange of information between students at Wellesley and at MIT, each institution will hold an exchange day next week. Wellesley will welcome MIT students on Mon., March 11, and then Wellesley girls will travel to MIT on Wed., March 13.

MIT at Wellesley

According to Mary Calhoun '68, Wellesley's chairman of extracurricular events, all classes from 8:40 a.m. to 5:20 p.m. except seminars and labs, will be opened to MIT students. From 3 p.m. to 4 p.m., majors in the various departments will hold teas for interested faculty members and MIT students.

In a panel discussion of "The Role of the College in the Urban Community" in Jewett Auditorium at 4:15 p.m., faculty members and students from Wellesley and MIT will examine such topics as a college's obligation to help, for example, in programs like Upward Bound and the MIT High School, and the problem of riots.

MIT students may eat lunch and dinner in the dormitories, and in anticipation of an overflow at dinner, Mary has arranged with society houses to serve dinner. Informal social activities in the individual dormitories are slated for the evening.

A central information desk outside the information bureau in Green will handle MIT students' questions from 8 a.m. to 6 p.m. On both exchange days a shuttle bus will provide free transportation all day.

Two-fold Aim at MIT

Bob Cumlap, MIT's chairman, sees the purpose of the exchange day at MIT as two-fold. Girls will gain an idea of the academic atmosphere at the Institute by attending classes and lectures, and in talking to professors and students they may learn their ideas about their total environment, both academic and extra-curricular.

Girls may attend classes from 9 a.m. to 5 p.m. and take a lecture-tour of the computation center. Free lunches will be provided in the dormitories where boys will be on duty as hosts. In addition, coffee and doughnuts will be available all day in the Student Center.

More Than Classes

Complementing the individual classes will be afternoon teas for faculty members and students in those departments in which Wellesley students have shown the greatest interests: the humanities, modern languages, political science, economics, architecture, and the life sciences. In the hopes that Wellesley students will be interested in extra-curricular activities, Bob and his committee have arranged for the major activities to hold open houses in the Student Center from 4 p.m. to 6 p.m.

The dormitories and fraternity houses will handle dinner arrangements. Some groups are extending invitations to specific girls while others are issuing general invitations. The individual living groups plan discussions or entertainment for a couple of hours after dinner. Buses will continue to run until 8 p.m. or 9 p.m., after which time the individual living groups will be responsible for transportation.

WELLESLEY NEWS

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Student Radicals Face Post-graduate Identity Crisis

By Dorothy Devine '69

This weekend at MIT, New England Students for a Democratic Society (SDS) and Paper Tiger (a radical monthly) will sponsor a conference on Vocations for Radicals. Lectures and workshop discussions will seek answers to the dilemmas confronting the radical movement and individual radicals today. Questions will be asked about the kinds of lives that radicals can or should lead and the effectiveness of various roles in the society they might choose.

Radicals, having concluded that American society requires fundamental changes, face certain dilemmas. How is change to come? Who are to be the agents of this change? How will they, as radicals, fit into the process of change?

Sad and Lonely Times

More specifically, the radical movement at present is a student movement. Within the structure of the university, a place of ferment in ideas and actions, these students have a considerable number of available alternatives for action. Graduation brings a dilemma — students are forced to consider what they are to do for the rest of their lives and what it will mean to be a radical in the society at large for "the long haul."

They must ask what available movement roles are and what new ones might be. Each must be looked at in terms of effectiveness and of personal fulfillment. Otherwise, continuing commitment for large numbers of these former student radicals cannot realistically be expected.

Because it is unclear to student radicals how change can take place in America, it is difficult to know which of the possible roles they might play could be historically effective. If one's job is to be education and organization of the agents of change, who are they? Labor? The poor? Students? The middle class? And for what would it be most realistic and effective to organize them? For marches and demonstrations? For political action? For electoral politics? For revolution? It is difficult to remain radical without knowing what measures and programs are necessary to bring about the desired changes.

Homesick Blues

In terms of personal fulfillment, traditional movement roles and new roles must be investigated. In many ways besides the question of their effectiveness, traditional roles have not been fulfilling. Office work is mechanical, menial, and boring, using few skills and little creativity.

The radical ex-student who wishes to make a lifetime commitment to the movement is perhaps too idealistic about himself if he thinks that he can be fulfilled by a life typing mailing lists and stuffing envelopes at a salary disallowing family life, even if it is for a cause he feels is important and vital. The organizer's role demands perseverance and faith in results difficult to sustain over the years, as well as talents few student radicals have, while it does not utilize those skills they do have. The life of movement intellectual can be homestly held by only a few and can be too easily used as a retreat from more difficult as well as more essential roles.

An Altered Society

In searching for new sorts of positions, radicals can legitimately demand fulfillments that usual occupations of teachers, professors, doctors, lawyers, clergymen, and journalists. Can they be made innovative, creative, politically relevant? Can and should radicals organize among their co-workers, their clients, their communities? What goals should radical professionals have in their work and how will they differ from those of non-radicals in the same profession? How would radically restructured professions operate, e.g., what is radical city planning?

Unless these questions are explored and answered, the radical ex-student is likely to become a disgruntled professional, working for position and security, as does everyone, yet feeling perhaps that he has patterns in our society do not have. Their vision is an improved and altered society in which each man's life is more fulfilling and relevant to him. For themselves they ideally seek occupations that are radically relevant, personally challenging, free from bureaucratic control, and open to creativity. In making these radical demands, several prevalent myths must be questioned.

Should large numbers of radicals be expected to work for just subsistence-level incomes? Is being a professional "selling out?" Can people be expected to base their career plans on political utility alone, especially when it seems so hard to determine? Should radicals take jobs which allow them radical activity only after hours? On the one hand, then, traditional radical roles seem inadequate. On the other hand, usual society career roles are poor because they are objectively unfulfilling; it is a sense of this that has made many students turn to a search for radical alternatives and because no one enjoys the fragmented life sustaining both would demand.

The Professionals

Existing professional roles must be seriously looked at, such as the occupations of teachers, professors, doctors, lawyers, clergymen, and journalists. Can they be made innovative, creative, politically relevant? Can and should radicals organize among their co-workers, their clients, their communities? What goals should radical professionals have in their work and how will they differ from those of non-radicals in the same profession? How would radically restructured professions operate, e.g., what is radical city planning?

Unless these questions are explored and answered, the radical ex-student is likely to become a disgruntled professional, working for position and security, as does everyone, yet feeling perhaps that he has "copped out," that he should do more, or perhaps, coming to feel that his goals were merely dreamy idealism, as the obstacles to their realization seem firmly entrenched and even very little questioned. The implications for a growing movement for change are sadly obvious.

Some Answers

The Vocations for Radicals conference hopes to answer these questions and to help radicals to sustain their commitment beyond the campus in realistic ways. On Friday, registration will begin at six p.m. in the East Lounge on the second floor of the MIT student center. At 8:30, a general introduc-

(Continued on Page 10)

House Presidents

McAfee — Debby Hoffman
Bates — Eleanor Rumage
Freeman — Cathy Bowman
Davis — Linda Gibson
Stone — Elections not held yet
Severance — Melissa Meyer
Tower — Catherine Fisk
Claflin — Karen Williamson
Beebe — Betsy House
Caz — Elgrid Jansen
Pom — Meg Douglas
Shafer — Catherine Heron

News congratulates the following students who have been selected to serve as VII Juniors for 1968-69:

Severance — Marie Meyer
Tower — Diane Silvester
Pomeroy — Joan Oxenfeldt
Cazenove — Christopher Hyde
Stone — Carole (Tracy) Schornagel
Beebe — Lee Vorderer
Claflin — Katrina Noble
Freeman — Frances Taylor
McAfee — Ann Clark
Bates — Katherine Arnold
Shafer — Carolyn Alker
Munger — Ronnie Wilner
Davis — Vicki Van Steenberg

Chairman of Freshman Week is Deborah Hall '70.

April Cape Cod Conference Anticipates Spirited Student-Administration Parleys

Wellesley student leaders will participate in a conference from Fri., April 26 to Sun., April 28 at the Craigville Conference Center on Cape Cod. Their purpose will be to determine the issues with which they will be involved in 1968-69 and to unify their efforts in achieving particular goals.

The student delegates will include officers of College Government, house presidents, VII Juniors, sophomore, junior, and senior class presidents and the editor of News. Other students may also be included. They will meet with the President of the College, the Dean of Students, the class deans, the director of residence, the director of publicity, and one head of house.

Community Direction

"This is the first time," said Miss Ruth Adams, president of the College, "that student leaders will have the opportunity to meet together to discuss the directions which their organizations and the community should take."

The program of the weekend will begin with a keynote speech on Friday evening. Students will divide into small workshops Saturday morning with members of the faculty and administration. In these groups, they will discuss particular topics such as campus counseling, with a member of the health services, and religion on campus, with a member of the Bible department.

Relaxed Discussion

The afternoon workshops will concern topics decided upon by the students themselves. Each group will elect a reporter who will present the minutes of the individual workshops to the entire group.

Relaxed, informal discussion will continue Saturday night, and Miss Adams anticipates that student participants will provide the entertainment.

Annual Event

The students will culminate the weekend program on Sunday morning, bringing together the ideas presented in the workshops and in informal discussions. Miss Adams expressed the hope that the Student Leaders Conference will become an annual event at Wellesley.

Open Lunching

Sometimes, one must make a choice between dialogue and garden-under-the-sea salad. That is, sometimes Wellesley students would like to be able to carry a conversation to the lunchtable, without providing in advance for her place in the lunchline of a dormitory that is not her own.

News has advocated an "open-lunch" policy to encourage spontaneous inter-student, student-faculty communication (see editorial, Feb. 15). We are pleased by conversations held this past week with Mrs. Eleanor M. Tenney, director of residence and Miss Elizabeth Cornwall, director of food service. Both officials indicate a willingness to institute a change in the present policy.

Solutions to the two major problems—possible overcrowding in particular dormitories and identification of students as members of the College—are being investigated. The necessity of student identification cards is already under discussion in relation to MIT cross-registration. Miss Cornwall indicated that an open-lunch policy could possibly be established next fall.

News thanks Mrs. Tenney and Miss Cornwall for their cooperation and amenability to change. We would encourage the implementation of a program permitting students to each lunch in any dormitory, on an experimental basis, beginning in Term III.

Interdepartmentally Speaking

With nation-wide educators prasing the virtues of interdepartmental studies, denouncing scholastic over-specialization, and insisting upon the broad relationships of academic disciplines, it is appropriate that the ad hoc committee concluded its Dec. 7 report to Academic Council with the following statement:

"During the course of our deliberations, we have repeatedly emphasized the value of extradepartmental and seminar-type approaches to learning. We believe that extradepartmental courses, including those presently offered to fulfill the lecture courses requirement, are an important part of the curriculum, and as such should not only be retained as electives, but that extradepartmental studies should be encouraged." (*Sew* News, Jan. 18, 1968).

Colleges and universities throughout the country have increased interdisciplinary studies by allowing extensive independent study, by liberalizing distribution requirements, and by hiring so-called "roving" professors who are qualified to teach in more than one area and who can offer inclusive interdepartmental courses.

With the institution of the present curriculum, Wellesley initiated three major programs which involve work in more than one department—the programs of classical archaeology, molecular biology, and theatre studies.

The revision of distribution requirements and, more significantly, the abandonment of the senior major examination seem to have facilitated the election of one of these interdepartmental majors. Without the demands of the major examination, the student can create her own flexible major among the departments. This can then be drawn together in the still undefined "culminating unit" of the senior year.

The advent of the new curriculum does not seem, however, to be encouraging interdisciplinary studies to the profitable extent. The exclusion of 200 actually gives students less opportunity to do independent work which is important in tying together the interdepartmental major. Furthermore, dropping the terminology "related work" seems to have rendered the interdepartmental major less feasible. And the fact that the explanation of the theatre studies program has been deleted from the draft of the 1968-69 catalogue discourages, rather than encourages, interdisciplinary studies.

News maintains not only that the three existing programs should be retained, but also that interdepartmentalization should be increased. This can be immediately achieved in two ways. Departments might plan joint seminars, taught by members of two or more departments. At the same time, the College could expand the role of the "roving" professor. With the large number of colleges in the Boston area and with the new relationship with MIT, it may be possible to share a community of these roving mentors.

A Broken Voting Machine

News silence on the forthcoming election of leaders of major College organizations is a loud one. While we apologize to the candidates—and to their constituents—for our inability to provide election coverage in this issue, we place the blame, not on *News*, but on the faulty election machinery evidenced on campus.

However, a *News* request to postpone this election for one week was approved by the chairman of elections. She asks students to retain the ballots now in their possession, and to refrain from voting until they can become familiar with the candidates and their proposals.

Next week *News* will feature statements of aims and qualifications from each aspirant, as well as any letters other students may wish to submit. Ballots will not be collected, then, until each voter has had time to familiarize herself with the options.

We regret the inefficiency of the current election machinery which seems to preclude effective communication and coverage, and we are investigating alternatives to this system. In the meantime however, we applaud the postponement of the election, and view it as a sincere attempt to promote an effective electorate.

Option-al

Tuesday was the beginning of a four-week trial period, lasting through Mon., Apr. 1, during which the library will be open through dinner and until midnight every night.

News, would like to thank Miss Helen M. Brown, librarian, and the members of the administration she consulted for their openness to student voices and their willingness to institute the plan, even on an experimental basis.

Responsibility for success now lies with students. Only if student response is as widespread as *News* believes it is, will the new schedule be retained. Four years ago, the library was opened during dinner. It has been closed since then because students failed to evince sufficient interest.

If you want the freedom to choose to use the reserve room rather than to eat dinner, to study after 11 p.m., to be able to go to the library after 5 p.m. or 10 p.m. without abandoning the idea as a waste of time, these four weeks are the time for you to either permanently insure or reject that possibility.

WELLESLEY NEWS

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The Reader Writes

Noonmark takes off

To the editor:

I am writing you on behalf of **Noonmark**, the prep school magazine which was first published in December of last year. **Noonmark** is published by The Phillips Exeter Academy and has approximately 200 member schools, of which most are located in New England. The magazine contains stories, poetry, editorials, articles, and art and photography. Our first issue sold so well that in April we are publishing over 10,000 copies.

As a member of the College Coordinating Committee of **Noonmark**, I am investigating possible connections between college and prep schools. Our hope is that prep school graduates at Wellesley will take an interest in **Noonmark** and submit articles and sell the magazine on campus. At the present time we are working with Harvard, Yale, Smith, Vassar and Middlebury. I hope that you too are interested in this link between college and prep school.

Daniel J. Huffhelmer
The Phillips Exeter Academy
Exeter, New Hampshire 03833

Ed. note: Interested freshmen should contact News for further information.

Food for Thought

To the editor:

Approximately 100 Wellesley students are fasting within a four-day period in protest against the war in Vietnam. An open discussion at 7:30 tonight in Room f will culminate the fast which ends officially at midnight.

"Some students see it as an unprejudicial way to protest the war", says Susan Spear '68 who organized the fast. "But it is not the only way. We hope that all students who are against the war will seriously consider how they can best voice their opposition." In addition fasters have expressed the hope that their action will arouse discussion on the campus, especially among those who have not yet taken a position on the War.

The students are fasting for a variety of reasons. Some feel that fasting will help to channel their thoughts toward the war and their own personal commitment to opposition. Others hope that the fast's publicity will contribute to increased debate and discussion. The United Press International (UPI), local papers and radio stations have been informed of the Wellesley students' action.

Fasts have also taken place on other campuses recently. Three weeks ago, 400 Harvard and Radcliffe students participated in a 4-day fast. The fast at Wellesley coincides with one at Smith and Amherst in which 800 students are participating.

Stephanie Jhulson '68

La Guerre . . .

To the editors:

We would like to disagree with the review of La Guerre Est Finie which was printed in last week's paper. We found the film misconceiving of the phrase "beautiful and perceptive study"; on the contrary, we thought it tedious.

It was cluttered with trivial subtleties. The actors commanded little involvement from the audience because their motivations and interactions were inadequately presented, as there were too many timeless characters and incidents to allow for depth. For instance, Patrick and Agnes contributed little.

All the movie's suspense was concentrated in the initial border search, after which Monland's whole quest in Paris conveyed little sense of the urgency he was supposed to be feeling. The camera technique also contributed to the cluttered effect, because the flashbacks and flashforwards were a poor technical effort to cover the emptiness of the plot.

Finally, we found the love scene between Montand and Bujold far from possessing the "exquisite surrealism" attributed to it by your review. The photography was pointlessly graphic, for it contributed nothing to the love scene.

In short, we do not feel that the film was worthy of your overly favorable review.

Sincerely,
Joan Oxenfeldt '70
Linnea Priest '70

O tempora, o mores

To the editor:

As original members of LIMP (League to Institute Masculine Peculiarities,) and firm believers in student morality, as reflected in complete and absolute segregation of the sexes, it was with great remorse and discouragement that we read a report of Wellesley College's sudden spiral into the depths of iniquity of the editorial page of the Daily Princetonian of February 27.

Misses Rodger's and Decker's report, in short, retraced the recent history of growing student disobedience and immorality at Wellesley as evidenced by radical changes in parietals, dress, and disregard of the customs and conventional morality of our great American Society.

Oh Wellesley! No longer may you aspire to that high moral plane ascribed to you by a level-headed Harvard undergraduate in Sex and the College Girl. No longer may America look upon you as an impregnable bastion against drugs, booze atheism, crime in the streets, and pinko-communist-libs.

Go on, we say, abolish your Bible requirements, lock yourselves in your bedrooms with strangers, dress like shivenly hoodlums instead of young ladies of breeding. Yet, we, and perhaps many other right-thinking Americans, will never suffer our daughters to enter your sin-filled portals, nor allow our sons to be sacrified upon the altar of unremitting activism.

Where have we failed?
Alan B. Vleck '69
Tommy C. Douglis '69
Stephen C. Crane '69
Princeton University

N'est pas Finie

Critic's reply:

While a review is obviously a personal reaction, and it would be well-nigh impossible for a critic to find unanimous agreement for his views — a review attempting to straddle the opinion expressed in your letter and that of New York Film Critics' Circle, which voted La Guerre Est Finie the best foreign film of the year, would be meaningless (unless, of course, you don't think much of this year's crop of cinematic imports) — I would like, at the urging of my fellow editors, to express my disagreement with your letter.

Your objections to the film (and to my review) appear to be, basically: lack of motivation and depth, caused by too many major incidents and characters, lack of suspense in an empty plot aggravated by a camera technique aimed unsuccessfully at covering this defect, and a pointless love scene.

The difficulty you found in identifying with Monland seems to spring from your inappreciation of Resnais' subtlety. What you appear to see as a proliferation of incidents is anything but "pointless"; it bespeaks the frantic impotence of Diego's life. If you really felt what occurred on screen was shallow and would have preferred being hit over the head with a protracted love affair and an obvious agonizing, then I can only say that Resnais' direction and Montand's acting are not for you.

If your major criticism is suspense, then allow me to repeat that and refer you to Alfred Hitchcock. La Guerre Est Finie is not an attempt at a good, old-fashioned, potboiling plot; neither are Persona, Elvira Madigan, or on

(Continued on page 6)

Wellesley, MIT Cross-Registrants Reveal Motives; Initial Sef-Consciousness Turns to Sheer Enjoyment

by Mary Entorline '70
Eugenia Meek '70

(Ed. note: The Wellesley-MIT cross registration program currently includes 48 participants, — 25 from Wellesley, and 23 from MIT. Last week News asked several of the participants about their experiences with the program, now in its first semester of existenec on an fairly large scale. The following is an assemblage of the discussions that evolved.)

Question One

What were your reasons for enrolling in the cross-registration program and for choosing the course you did?

Mike Hammer '68, math major taking English 301, (a writing workshop on the short story): "As a senior, I was interested in getting a chance to take a course at Wellesley this semester. I thought that the change of environment would be good and that it would be nice to be able to get out of the city during the spring. Also I wanted a writing course very badly and one a little different from what was offered at MIT. And Miss Berkman who teaches the course, was recommended to me by the MIT English department.

Monie Buegeleisen '68, sociology major taking Sll Planning (11.15, a graduate course): "I have applied to MIT for graduate school in city planning. I was happy to take advantage of the opportunity to be able to have a graduate course there this year."

Kay Woodhouse '68, Bible major taking Philosophical Anthropology (21.94): "I had decided to take a course at MIT, but the one I originally wanted to take met at the wrong time for me. Then I met the professor of the course I am now taking, at a cocktail party, and he interested me in signing up for his course."

Jim Kenney '69, history major taking Education 200: "Curiosity".

Institution's Role

What were the institutions' reactions to your wanting to take part in the cross-registration program? In other words, did they make it hard or easy for you; were they encouraging or discouraging?

Mike Hammer: "An interview was required, and there was red tape; but I was informed about what to do, and it wasn't hard. Also, the institutions have been very cooperative about letting us eat in the dorms at Wellesley free if you live in a dorm or a fraternity house at MIT."

(According to a letter sent to the participants in the program, parking arrangements are available to both sets of students at the respective campuses. Wellesley students who are cross-registered may eat any weekday lunch or dinner from the MIT commons menu free of charge and are credited up to $1.25 for lunch and $1.75 for dinner at the MIT Student Center on weekdays. An MIT student cross-registrant "on commons" may eat at a Wellesley dormitory free of charge provided he has signed up with the Wellesley Food Service Office. Both sets of cross-registrants have full privileges at each others' libraries. Several of the students interviewed stated appreciation for these facilities offered them.)

Susan Spear '68, political science major taking The Development of Modern Psychiatric Ideas (21.993): "MIT has been absolutely marvelous. Wellesley's attitude seemed far less encouraging. The dean told me all the disadvantages of the program and told me to wait until the last minute to drop my Wellesley course in case I wanted to change my mind: If I had listened to the dean, I would now be missing a lot."

John Nardello '68, aeronautics major taking Psychology 309 (abnormal psychology): "The reaction I got from my advisor when I talked to him about taking a course at Wellesley was: 'What do you need to do that for?' I guess you'd say it hasn't really mattered one way or another to the institution." Economics major taking Information Systems (1.00): "Signing up was a bit of a problem. No one knew what was going on because the program was just starting. There was a lot of red tape. The confusion did come mainly from the fact that the program was just beginning, I think."

Classroom Experience

What are your reactions to the classroom experience at MIT/Wellesley? Do you think that the predominance of boys and/or girls in the class makes a real difference in the nature of the class per se?

(As the students answered these questions, most said that their answers depended greatly on the particular kind of course they were taking as cross-registrants.)

Nancy Beyer '68, biology major taking Industry and Public Policy (14.04): "I am enjoying this chance to take a course at a big university. The teacher has great respect for his students. He teaches as one who talks to an educated audience, an aware, critical audience. He makes sure that what he says is correct. He doesn't talk down to his students."

Richard Klein '68, management major taking Education 200: "I like the friendly atmosphere of the smaller school. The girls know each other; they talk to each other as they come into class: I am finally adjusting to being the only boy around. At MIT there are usually only one or two girls in a class. It's nice to be in the opposite situation."

Liz Dawkins '68, Bible major, taking Philosophical Anthropology: "The course I am taking at MIT is an experimental one taught by Huston Smith. The class is small, the atmosphere uncircumscribed. There is much free discussion. We are doing readings and, then toss the ideas around in an attempt to study the learning experience at the same time that we are learning. The teacher says that real learning is never taught. In this course we are trying to combine the cognitive and the emotional experience, to combine interpersonal relations with the learning experience.

"I really believe in having men in classes. Men have really agressive minds. You can't get a word in edgewise without its meaning something."

Richard Kremsdorf '69, humanities and science major, taking History 208 (Modern African History): The Wellesley class is taught at the same level as my classes are at MIT. The students seem less agressive at Wellesley. It may be due to the formality of the classroom set-up. Having the teacher behind a lectern, raised up on a defensive platform, cuts down on communication. I like seminars better, when you feel you can break in whenever you want to. Wellesley girls are not, as I heard, willing merely to accept what the teacher says and to copy it down. However, I think their aggressiveness is stifled by the layout of the class, chairs riveted toward the front of the room, etc."

Mike Hammer: "I have noticed that the girls seem reluctant to disagree with the teacher; but afterwards, they murmur their objections. The boys at MIT are more prone to disagree with the teacher than to agree with him. In my particular class the female point of view comes out strongly in the stories that are written. It seems to me also that in English courses, MIT students are less nervous than Wellesley students about deviating from the rules of the game; the MIT boys have perhaps less knowledge about literature and aren't afraid to project theories, no matter whether or not they coincide with established criticism about a certain author."

John Nardello "The girls in the class I attend have gotten used to me, I think. It seems that at Wellesley the girls are expected to participate more than are students at MIT. At MIT you listen to the lecture and take notes. At Wellesley there is more discussion."

Kay Woodhouse: "At first I was really conscious of males in the course but then I got used to it. There is much animated discussion, but I think a lot of it is due to the nature of the course. I really do not see a great deal of difference between male and female discussion."

"There seems to be a whole different approach at MIT in the humanities courses. The courses aren't classically oriented at MIT. There is a wider range of reading. MIT is not intent on turning you into a great liberal arts major."

Sheila Lennon '68, English major taking American Values of the 1920's (21.996): "The students in my class at MIT are more voluble but they don't seem to make statements that really challenge other ideas. The level of discussion is not deeply specific. The readings we do are less demanding in volume because most of the students don't seem to have too much background, and one isn't expected to be terribly rigorous in one's analyses. The course is very interesting; the professor, very approachable. It seems to me that in humanities at MIT they don't start out to form humanists. The purpose of the course is to round out the students' education."

Generally Speaking

Finally, has the cross registration changed your outlook about your own school or about college in general in any way?

Monie Buegeleisen: "I have liked the feeling that I am doing something on my own. It's like I am doing something a little special. When I talk to my friends about the guys from MIT taking classes out here, we refer to the guys as 'them: Two of them in our class.' It's fun to be one of 'them' myself, especially when I tell my friends about my experiences. Actually, I guess, since there are already women in the class, my presence isn't that astounding.

Mike Hammer: "It's funny — it seems that at MIT when Wellesley girls are around the halls, everybody talks about it and notices them a lot. I get the feeling that Wellesley people are much more adjusted to the guys that take classes there. In class everyone is very friendly, but outside of class it is as if no one really notices you. Not that I feel rejected . . ."

Cricket Devereux '69, sociology major taking Peasant Society (21.455): "Before Christmas I had seriously considered leaving Wellesley. Now that I can have breaks from the routine by taking this class at MIT, things are much better. I think many girls have a real problem in wanting to transfer from Wellesley but not wanting to leave their friends here and the good experiences they have here. The MIT exchange helps. I think many girls in the past wouldn't have transferred if they had this opportunity."

Kathy Thomas: "Now that I am taking this course, I like Wellesley a lot better. I am free from just Wellesley. I'm in Boston more often than before, and I feel more cosmopolitan. I feel Boston-based instead of Wellesley-based."

Jim Kenney: "I enjoy the scenery."

Pictured in an Art Department Laboratory on Medieval Architecture at Wellesley College: William Schweber '68, M.I.T.; Patricia Murphy '68, Wellesley; Ann Gilbert '70, Wellesley; Harold Morgenstern '68, M.I.T.; Ann Brummund '66, Wellesley, Standing Resident Artist at Wellesley, Sigmund M. Abeles, Instructor.

Quincy House Exploring Anouilh's 'Cavern' Finds Romantic Visions and Brutal Realities

The Quincy House Theatrical Society, now in its second season, is producing one of Jean Anouilh's most recent and technically dazzling plays, **The Cavern.**

Written in 1962, but not translated until 1966, **The Cavern** has been performed rarely in this country. Set in a mansion in the fashionable Faubourg St. Germain in Paris at the turn of the century, the play combines comedy with social criticism and a dash of murder mystery.

As in many of Anouilh's plays, the central theme is the conflict between romantic dreams and brutal reality. There are two sets of characters — the aristocrats of the drawing room and the servants of the kitchen (the "cavern" of the title).

The action centers on the servants, particularly the old cook, Marie Jeanne, who is former mistress of the owner of the mansion and queen and despot in the cavern. The return of her illegitimate son, the seminarian, in training for the priesthood, touches off a train of events ending in the death of his mother. Adele, the kitchen maid, humblest of all the servants, is in serious danger of being shipped off to a brothel in Algiers.

Presiding over the entire scene is the author, who describes the difficulties he has had writing the play. He presents two or three different opening scenes, compelling to the audience that his characters are undisciplined, arguing with one of them — a policeman — about the subject of the drama. Commenting with sarcasm or horror on his characters' actions, the author finally throws up his hands and allows the actors to play out their own destinies in their own ways.

The cast and production staff of this play of "raggedy little shreds of passion" are from Harvard, Radcliffe, and Emerson Colleges. **The Cavern** will be presented March 7-10 and 14-16 in the Quincy House Dining Hall. Tickets are available at the door. Reservations can be made by calling 354-6635.

'Daedelus' Investigates Activism, As Signs of Passivity Hit Home

by Eugenia Meek '70

Daedalus, the journal of the American Academy of Arts and Sciences, devotes its entire winter issue to a study of "Students and Politics" around the world. The articles, well-researched and interestingly written, cover a wide spectrum. University and college political activism in 14 geographical areas has been explored.

One of the most provocative articles, however, deals with slightly different subject matter. Found under the section "Opinions and Issues," the article reports a Princeton professor's findings about his recent "Experiment in Education."

In the fall of 1966 Martin Duberman, professor of history at Princeton University, began teaching a class in "American Radicalism." At his request the administration agreed that none of the students in the course would be graded. Duberman assigned no papers, no exams, no required reading.

He prepared an extensive list of suggested reading with a detailed description of each book listed and recommended a few of the books as especially helpful in the study of certain subjects. The class was divided into two seminars, each containing 12 students. The direction of the course was to depend on the desires of the individual group.

Evaluation

Duberman has had experience in group therapy, and he applies this experience to his evaluation of the performance of the two groups. Most strikingly, the professor brings out a prevalent trait he found in the students of the one discussion group that did not ever seem to click. Duberman defines this general flaw as fatal to the group learning process and calls it "passivity."

According to Duberman "passivity was best measured not by how often a student spoke, but what he said." The passive person had "surrendered the direction of his life, and this could be accomplished in varied, even directly opposite ways, by being inarticulate or by being over-articulate. The active person . . . concentrated his energies in engaging, not avoiding himself."

Passivity, Failure

The passive student was neither willing to accept the responsibility he owed to the group as a thinking contributor, nor the responsibility which he owed to himself as a thinking learner. The result was a discussion group which failed. His fellow section, which contained a number of "activists," became a real vehicle of learning.

Duberman's study of the two seminar groups free to work and learn on their own as groups of individuals struck home to this Wellesley student. The signs of passivity were alarmingly recognizable. It was looking as if the show was going to be a very good fit.

Analogies

The Wellesley student had only to lift her head to survey the wondrous ranks of magazine cases, which she had never ventured to explore with the exception of the recurring "turtle" experience flooded her brain: The attempt to appear as if one is not really present in a classroom in the hope that one will not be called upon to think or to contribute.

Most depressing of all is Duberman's pessimism about being able to remedy the problem. He wonders if a student's natural curiosity is not already stifled by the time he manages to reach the pearly gates of the freshman orientation week. He does indicate some optimism about freshmen, however, hoping to be able to catch a few of them before all their creativity has been squeezed away.

Duberman remains a professor, in spite of his musings about the beauties of teaching "on the primary level." One takes a little heart in this. Since there is no way to regress to age 6.5 and start over again, one small suggestion. Do your way to the baggage lab next time make a detour. Waste some time, Wunder. Search a little. Oh, yes, if you happen into the magazine section of the library, Daedalus is high on the recommended reading list.

Tax Requirements for Students

Students who worked part-time have a refund coming on their 1967 Federal Income tax returns, William E. Williams, District Director of Internal Revenue said today.

Students are required to file a tax return if they earned $600 or more. If they earned less than $600 and taxes were withheld from wages by their employers, they should file a return in order to obtain a refund of the tax withheld from their wages.

Unmarried students who earn less than $900 will not owe any Federal income tax. They are entitled to claim the usual $600 personal exemption, plus a $300 minimum standard deduction.

Students are entitled to claim their own personal exemption when filing a tax return, Mr. Williams said. Parents who furnish more than one-half the cost of support for their child who is a full-time student may also claim him as an exemption on their tax return, unless the child is married and is filing a joint return with his or her spouse.

Jewett Exhibit Displays Varied Collection; Offers Whimsical Approach to World Art

by Gail Marcus '69
Guest Reporter

"Monkey Link: A Collector's Universe" presents a wonderfully whimsical approach to art and beauty and at the same time offers a tantalizing glimpse into the fantasy and the reality of four continents. This varied and unusual collection on exhibit in the main gallery of Jewett Arts Center from March 4 through 31 is founded on the principle of its collector who believes that beauty can and should be enjoyed in everything. This premise is clearly exemplified by the objects in his show which include paintings, sculpture, decorative urns, and found objects ranging from an alabaster monkey of the third millennium B.C. Iran to John Singer Sargent's **Study of a Fig Tree**, from a folio of an Egyptian Koran to a crushed radiator found in an American junkyard.

Monkey Link

James McCracken, a contemporary American artist in his late twenties who has several works in this collection, coined the fitting title, "Monkey Link," for this exhibit. The purpose of a monkey is to join two different parts of a chain together. In much the same way, this show emphasized the similarities among many different art works and artifacts from numerous countries and periods. The hanging and content of the exhibit thus help to illuminate for the viewer a cultural unity of mankind through the ages. Two exciting posters by McCracken highlighting the theme of the monkey link welcome the museum-goer to the show. Handmade replicas of these posters are on sale at Jewett for five dollars apiece.

Elegant Style

Possibly the most exciting element of the show is its collection of Persian and Indian miniatures, the cream of a more complete group which in its entirety makes up what it probably the world's greatest collection of Indian paintings. In viewing these lovely pictures one can begin to trace the historical development of India. There are several miniatures from Iran reflecting the Persian style in all its elegance. One should especially note the jewel-like use of color (particularly stressing blue and gogid), the intricate calligraphy, and the highly decorative quality of the complex detailing. The show also contains several pictures done in northern India during the seventeenth and eighteenth centuries after Persian invasion which reflect strong Persian influence. These Mughol works mirror the Moslem ideology of the Persians for whom they were created in both symbolism and style. Simultaneously, in southern India flourished the native and unadulterated Indian style, the Rajput, executed primarily for Hindu Indian rulers rather than for the greater Persian nobility. This style can be recognized by its use of larger its decreasing stress on the linear, forms and warmer colors and by the decorative, and the planar. Its three major themes are the erotic (of which **The Courtesan** and **The Dancing Girl** are magnificent examples), the hunt, and the depiction of Rama or Krishna, a well-known character in Hindu ideology. **Lustration of Krishna, Hunting Scene,** and **Parashuram Pouring a Libation of Blood after Having Rid the World of the Warrior Caste,** among others, are all superb examples of this Rajput style. **Cheetah** (ca. 1775) and **Girgi Vulture** (ca. 1802) are two more Indian works but are now done for the British invaders and strongly reflect British influence.

Only a small number of the interesting and unique treasures of the show have been mentioned. Some of the many others include a fantastic bronze Hughal lion done in India around 1575, an exquisite silver gilt dish depicting the goddess Anahita and made in Iran about the time of Christ, and a highly unusual chair from eighteenth century Venice. "A Collector's Universe" is an exhibit not to be missed. Many works merit concentrated study yet much would be gained from even the briefest tour of the gallery. Fuller discussions of this collection are given in the gallery every Tuesday morning from 10:30 to 11:30 by Mrs. Preston and Mrs. Clinkerbeard.

Proust Lecture

Rene Girard, professor of French and chairman of the department of French at Johns Hopkins University, will give a lecture on Marcel Proust on Mon., March 11 at 7:45 p.m. in Pendleton.

Title of the lecture, which will be delivered in French, is "L'autre et le Moi Dans l'oeuvre de Proust"

Born and educated in France, Professor Girard has specialized in the history of ideas in French literature. Among his most recent publications are a book, **Deceit, Desire, and the Novel: Self and Other Literary Structure,** 1967 and an article, **Camus's Stranger Retired,** in Publications of the Modern Language Association for 1964 which won him the Modern Language Associations prize.

The U.S. National Student Association has initiated an educational grant program for rnr travellers.

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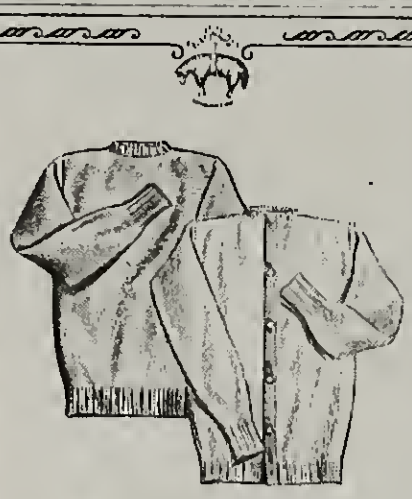

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Colors and Variety Highlight Collection at Fine Arts

by Susan Heineman '70

A dazzling conglomeration of impressionist and post-impressionist paintings overwhelms the eye as one enters the first room of the Block collection, now on display at the Boston Museum of Fine Arts. Each work vies with its neighbor for attention; each commands a detailed analysis.

An intimate glimpse of print collectors by Daumier and an unusual portrait of an old man by the rococco painter Fragonard, serve as precursors of impressionism. The impressionist revolution is depicted by a variety of works — an early Monet still life modeled in light and dark with subtle juxtapositions of browns and greys, a typical naturalistic landscape by Pissaro, and a Degas ballet scene which combines a sense of classical order with a momentary photographic view.

Reaction to Impressionism

The diversity of the reactions to impressionism is amazing. A large decorative canvas of waterlillies by Monet becomes a color abstraction. The adjacent paintings of Bonnard also display an interest in the two-dimensional surface pattern created by color; yet Bonnard's color is richer, bolder than that of Monet. Across the room an intimate ballroom scene confirms Bonnard's mastery of beautiful colors and subtle aesthetic choices. One senses the color moving over the three-dimensional form.

Two small Seurat studies present a different aspect of post-impressionist art. In the Poudreuse, tiny dots break up the color and patterned arabesques formalize the two-dimensional structure. A calculated order is imposed on the spontaneity of impressionism.

The fantastic world created by the glowing colors of Redon reveals still another reaction. Redon's works are visions of the artist's inner world, rather than the objective recordings of sensations by an impressionist eye.

In "Vase of Flowers" the fragile outline of the vase merges with the milky background. Natural light and space are denied. Redon's flowers evoke a dream-like, suggestive world removed from reality.

Cezanne's rugged profile of "The Artist's Gardner," built up by blocks of color, is an introduction to the next room of cubist paintings. One views the extention of Cezanne's theories on space and form in the exploratory, analytical phase of cubism. A fourth dimension in painting appears in the cubists' attempt simultaneously to reveal several views of an object and, thus, heighten the expression of the total image.

Georges Braque is well represented in this collection. An intensely colored landscape inaugurates his development toward a fusion of fauve colors with cubist forms. Early still-lifes show his classistic, intellectual approach to the problem of form.

Emphasis on Form

In the center of the room "Still Life with Fruit Dish and Mandolin" reveals Braque's maturation as a cubist, his ability to translate the ugly into the beautiful and to shift viewpoints so as to create movement in space. Braque integrates texture as a necessary element in the decorative organization of his compositions in his achi green billiard table. In a late work texture becomes all important, with the building up of layers of paint to create a crusty surface.

The influence of the collage experiment in texture is even more clearly seen in the puelle works of Gris in this exhibition. With Gris the color is gentler, the combination of forms more serene and the use of overlapping forms to create space more emphatic. Two synthetic cubist works by Picasso complete this display of cubist development.

Emphasis on Color

Walking around the hall to the other rooms of the gallery, one views another stage in Picasso's development. The distorted face of "Le Marin" combines a profile and a frontal view to enhance expression. Contrasting with this portrait is a work by the other great master of modern art — Matisse. In his fauve portrait "Young Sailor," Matisse's forceful curving lines and arbitrary pure colors create expression from their decorative arrangement.

Entering a small, cozy room, one's eye is captured by a self-portrait by Van Gogh. The strident colors become the vehicle of expression and his disturbed eyes stare out at us. Van Gogh demonstrates a different reaction to impressionism from Cezanne or Seurat. He insists on the romantic tradition, on the expression of emotion rather than order and form.

Late Developments

In the adjoining room one sees the fusion of cubism and other formal theories of abstraction with the emphasis on personal imagery in the works of Klee. "Schoolhouse," with its child-like drawings on a school blackboard, shows his dependence on primitive forms for expression. "Sunset" demonstrates his use of the divisionist technique and a witty combination of forms to create a balanced composition.

Four paintings by Miro range from an early cubist landscape to a weird surrealist abstraction. Miro is less intellectual, more visual than Klee. His later works compound wit with horror in an exploration of the subconscious.

Several late works by Picasso complete this display of the merging of cubism and expressionism. In "Head of a Woman" Picasso elongates the neck and head and outlines the eyes to spiritualize his figure. Both the bold colors and the distortion of form add to the expressive impact of the portrait.

Supplementary Studies

In an adjacent room is a fine collection of drawings and watercolors by various artists. A series of delicate, precious watercolors by Mondrian are reminiscent of art nouveau; yet their symmetrical arrangement heralds his later abstractions. Three Cezanne watercolors with their shifting viewpoints and deliberate distortions of form reveal his important influence on the development of cubism.

A Daumier drawing reveals his ability to capture the human essence of a scene through line. In contrast, Seurat's conte crayon "Couple Dancing" denies vitality in its stylized presentation and imposed stillness on a scene of action.

More to See

Many more impressive works, each worthy of notice, are included in the collection of Mr. and Mrs. Leigh B. Block of Chicago, one of the finest private art collections in the country. Several visits are needed to fully appreciate the 100 European paintings and drawings on display, for the collection is a museum in itself.

The exhibit will continue at the Museum of Fine Arts until April 28. Admission is free to members. Non-members must pay an additional fifty cents to the regular fifty cent admission price.

Guest Reporter Attacks Galbraith Speech Fails to Show Different Type of Approach

by Lucie Leavell '69
Guest Reporter

John Kenneth Galbraith spoke Feb. 28, on "A More Modern Foreign Policy". He traced American actions in foreign relations from World War II to the present as a series of generations who varied primarily in their reactions to Communism. These attitudes progressed from one of wartime coalition to the highly emotional anti-Communism of the fifties and have most recently pentrated the concept of peaceful coexistence.

Although lengthy enough to appear thorough, his analysis of the period lacked convincing support. He documented his schema of the trends freely with prominent names of the period; however he failed to include many specific events by way of example and merely touched on the relevant economic developments. He seemed to base his progression on stereotypes generally held about attitude in this period rather than to develop his model from the evidence of policy trends in this period.

His comparison of the policy in Eastern Europe, that of economic aid and technical assistance after World War II with the handling of the Far East crisis was quite interesting. He never made explicit, however, how the conditions in Southeast Asia were so different from those in Europe so as to make these countries unresponsive to similar aid. Although he attributed the Vietnam blow-up to orientation towards the military in American Asian policy, he failed to show how a different type of approach would achieve other results.

His portrayal of administrative attitudes was somewhat inconclusive. He attributed the mismanagement of the situation to the second generation faction in the government who believed that the problem could be solved through military means. He overlooked the possible desire to save face in world politics and the dilemma of being caught half-way between a commitment and an undesirable war. Although admitting South Vietnation, he ignored the possible monam's status as an underdeveloped tivation of political self-determination behind America's policy.

Underlying these long meanderings into the history of a generalized policy development is the inevitable question, why Vietnam? Galbraith's approach to Vietnam as a representative example of second generation foreign policy leaves out an explanation of the unique conditions which caused this situation to blow up while the many other trouble spots handled by these policy makers have been calmed.

Detracting from the substance of the talk was Galbraith's manner of presentation. His pedantic speech heightened his pretentious, condescending treatment of the audience. The speaker's wit, though clever if sparse, became overweening with repetition, especially his jabs at Dean Rusk, and severely detracted from the possible dignity of the

(Continued on Page 12)

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JOHN MEYER. OF NORWICH

Tech Show Creates Sorry Spoofs Of Romantic Love, Greek Tragedy

By Susan Heineman '70

An impressive stage set of massive stone columns raises expectations of an entertaining performance. Unfortunately, these hopes are never realized.

Deloss Brown's I Wed Three Wives, the Tech Show 1968 production (the MIT equivalent of Wellesley's Junior Show), is a trite spoof on Greek tragedy, romantic love scenes, the complications of married life, and the intricacies of diplomacy. The inconsistent acting and repetitious music reinforce the monotony of the script. Even the imaginative singing and catchy lyrics do not offset the absence of witty lines.

First Wife

Betty Rose as the slave Althea opens the musical comedy with an attempt to create the mood of a light-hearted farce in her imitation of the traditional Greek chorus. Admetus is crowned king and warned of the monster by his father Pheres. The scene's potential hilarity falls flat, for Alan Covey as Admetus is more a nonentity than an awkward adolescent.

Comic relief comes with the marriage of Admetus to Alcestis, daughter of the bombastic pollician Pelias. Pheres has contrived this marriage as a political deal to protect the kingdom from a monster.

Alcestis, convincingly played by Louisa Woodruff, is the star of the show. While Admetus weakly protests her extravagance, she calmly paints her toenails and dabs her brush at his cheeks to add a little color. In the ensuing confusion, Admetus contemplates suicide, but it is Alcestis who drinks the poisoned hemlock — thereby unraveling the diplomatic lies woven by Pheres.

Enter Superman

With the death of Alcestis, comes the arrival of a house guest — the arrogant, immature Heracles (Karl Deirup). To rectify his untimely intrusion, Heracles descends to the underworld to retrieve Admetus' wife. He returns instead with a sophisticated, sexy Psyche (Sue Widdiman). The act ends with the slapstick comedy of Admetus' second wedding, to Psyche.

The second act moves more rapidly than the first and is more amusing. Heracles and Psyche have a comic love affair, ranging from biting sarcasm and temper tantrums to a tender, joyful reconciliation. Both are fine ham actors, giving the performance needed vitality.

The Happy Ending

Confusion interrupts this tranquil interlude. Pheres and Pelias conclude a diplomatic agreement. They will sacrifice Psyche to pacify the monster and then renew their treaty with yet another marriage. This plan conflicts with Heracles' intention to abduct Psyche.

A crowd gathers and stages a mock demonstration for the monster. Psyche is dragged off, and Heracles rushes to her rescue — after fighting the guards in a manner reminiscent of the Three Stooges.

Order is restored with the return of Heracles and Psyche. The monster disappears, Admetus' two previous marriages are declared invalid and he is free to marry his true love — Althea. "All's well that ends well"; — a conclusion as much a cliche as the rest of the play.

Heracles (Karl Deirup) boasts of his feats to the court of Aherea in MIT's Tech Show 1968. The production, 'I Wed Three Wives' by Deloss Brown, an MIT graduate, is a spoof on Greek Tragedy, romantic love scenes, the complications of married life, and the intricacies of diplomacy. In another scene (photo, right) Alcestis (Louisa Woodruff) paints the face of Admetus (Alan Covey) while he ponders her feminine maneuvers.
(photo by Owen Franken, MIT '68)

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The Reader Writes

N'est pas finie . . .

(Continued from page 2)

unfold number of recent, unsurpassed films which are either character or situation studies, if not both. La Guerre deals with a man who, like an overwound clock, cannot unwind, despite the knowledge of his own impotence. Montand's inner sense of urgency is at least in part a function of the lack of external "suspense." The emptiness and irrelevance, not of the plot, but of his very existence, is what is being portrayed here.

The camera technique is, in my opinion, one of the most interesting and creative yet employed in film-making. I suppose, by logical extension, you would object to Joyce as well; nothing much happens in Ulysses either. The blurred time sequence is an attempt (and, I believe, a successful one), to break through the arbitrary confines of conventional chronology and lend a greater psychological depth by adding one more dimension to Diego's experience.

Your reservations about the love scene are rather difficult to refute, as one's reaction is, by nature, subjective. The surrealistic fantasy, however, added extraordinary psychological and sensual depth to what could have been just another love scene. It is symbolism (yes, and surrealism) of the highest sort.

Certainly, you have every right to dissent. But you seem uncomfortable with one of the most exciting, and sensitive of current cinemalists, and the tradition he represents. I'll leave you to In The Heat of the Night and continue to opt for La Guerre Est Finie.

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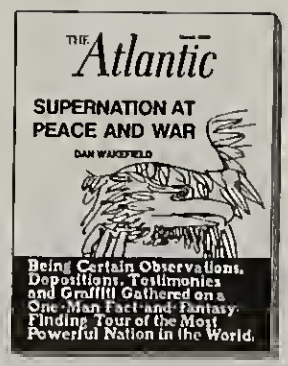

A superb reporter's magazine length profile of the United States in a year of turbulence and decision.

'Daily Princetonian' Reacts to Report, Cites Wellesley, Calls for Tiger Stalk

Editor's note: The following editorial appeared in The Daily Princetonian *Feb. 27, in response to a guest article on "Wellesley Power" by Liz Rodgers and Nancy Decker. The Wellesley juniors told of this year's academic and social changes, pointing out that the 1956 per vent increase in parietal hours came during the week following the Princeton-Harvard game. See "The Reader Writes" for a further Princeton comment.*

The dupe in every toothpaste and cough syrup commercial, no longer even the model for shaving cream ads, forced to attract a mate with hair sprays, toiletries, and bright colored garb, the American male, has lost his birthright—the male prerogative.

Fitting it is that Princeton, that so-called last bastion of masculinity, should fall behind the women's colleges in securing student rights. Wellesley and now Smith have utilized the power of their student governments to change parietal regulations and assert the just demands to control their own lives. Meanwhile, Princeton sits on its duff, grumbling. Men of Princeton, arise! You have nothing to lose but your petticoats.

Students for Rockefeller Meet, Urge Candidate's Commitment

Students for Rockefeller held an organizational meeting Mon., March 4, in Ames Court Room, Austin Hall, Harvard Law School. Over 500 people listened to the qualifications of Governor Nelson A. Rockefeller for the presidency and to reasons why he should actively seek the Republican nomination.

Keynote speaker, John Dillenbach (R-Ore.), the chairman of the Oregon Draft Rockefeller Committee, emphasized the different levels of Rockefeller's long experience, pointing out that he is the only major candidate to have served in city, state, and federal governments. A firm endorsement came from George Cabot Lodge, a professor at Harvard Business School and the 1962 Republican candidate for senator from Massachusetts. A Harvard coordinator from the Students for Rockefeller organization outlined his political record, which shows strong interest in education, civil rights, urban housing, medicaid and the problems of underdeveloped nations.

Obstacles

Congressman Dillenbach stated that the choice of a Republican candidate will probably remain an unresolved issue until the Republican convention unless Rockefeller declares himself a candidate. "The Republicans are a minority group comprising only 25 per cent of the registered voters, according to Dillenbach. A winning candidate then, must appeal to the Independent voters and the Democrats also. Lodge underlined the necessity for Rockefeller to commit himself soon if he is to win the nomination.

Dillenbach sees the present draft campaign as the most promising

(Continued on page 12)

Resisters: What They Do and Think About Peace

By Nancy Ross '69

Peace. But how? News asked three Wellesley students who work for the New England Resistance (which coordinates the efforts of individuals working outside the Selective Service System) for their opinions about the nature and the role of protest.

"There is nothing sacred about the 'American system' if it doesn't function to achieve American goals," observed Ellen Dubois '68. She defined "American goals" in terms of "ideals . . . what the country was originally intended for: national self-determination, the best material life possible for all."

Not American

"If the American system is being used as a counter-revolutionary force abroad, it's not American," Ellen pointed to international politics as an area in which actions have strayed far from ideals. She noted a personal paradox resulting from this hypocrisy — "If I'm an idealist, the system cheated me as an idealist."

Talking about methods of changing the system in general and the draft in particular, Ellen stressed effectiveness: "We have to act in a way that makes others realize they are potent to act rather than impotent to act . . . The Resistance (as opposed to the McCarthy people) see that letters to the President and the New York Times are not going to work." She also rejected personal "martyrdom" as ineffective.

Rationality

Although Ellen sees a need for rationality in any act of protest, she emphasized that "to be rational is not necessarily to be temperate. Sometimes rational assessment reveals that temperance is not effective."

Ellen characterized the "basis of protest" as "a personal politics which something like BBRU (Boston Draft Resistance Group, a politically oriented draft counselling organization) helps you to develop. It's a sort of mutual thing, where your intuitive protest develops a politics around it as you continue to express it. 'That's the most meaningful type of protest, the most meaningful type of politics."

Vicki Talks

Vicki Ervenstein '70 talked to News about the increasingly broad base of the peace movement: "Maybe it's not powerful, but it's growing . . . We want to reach as many people as possible . . . We are forced to believe that our faith should be placed not only in going to the polls, but in going to the people . . . organizing them around the issues which hurt them, where it hits close to home."

"You can't view the movement as a monolith," she offered, "People are in the movement for moral, religious, and political reasons. There are different levels of political feeling, different stages of development. This kind of activity must comprise various groups of people who agree on short range objectives . . . BBRU works with the Resistance. Our unity in fighting the draft is more important than any rhetorical differences"

Effectiveness

Like Ellen, Vicki emphasized effectiveness as the criterion for protest: "An activity is not a thing in itself. You've got to evaluate what its effects are going to be. It should have educational value . . . You have to ask, 'Is this act going to reach people?'"

Vicki favors non-violent methods of action, "We're not out to destroy the country, but to change it. Most people in the movement wouldn't advocate violence . . . I'd advocate self-defense, however; that's a different thing."

Referring to the recent disturbances at So. Carolina State College at Orangeburg, Vicki said, "There were no police casualties, but 50 students were wounded and three were killed. In the case of the invasion of a college campus or neighborhood by police, I would view the response of the citizens as one of self-defense."

Country, System

Commenting that the draft discriminates along class and color lines, Vicki felt that "for black people, the fight against the war is a fight for survival. Basic existence has been cut out from under them as a domestic effect of the war." She said that people are beginning to view the war as "an extremely tied to a development of racism."

For Vicki the key question is "what kind of country, what kind of system do we have that enables us to go off and fight a war like this?" She sees the aims of the peace movement as long range: "It's not just let's end the war and everything's gonna be groovy. We're trying to build a movement that will prevent us from fighting other wars like this."

Sue Ellen Speaks

Sue Ellen Tatler '68, president of SDS, distinguished the tenor of the New England Resistance from that of other peace groups in a way in which Vicki and Ellen had not: "To resist the Resistance way implies some sort of belief in one's power. It's not at all the 'I've had it' of rioting in the cities."

"The Resistance has lawyers and contacts with the New York Times. It's not telling the system to go to hell; it's playing the system for all it's worth," she explained. Sue Ellen also contrasted the Resistance with political organizations like BDRG: "The Resistance involves non-political as well as political people . . . Individuals making personal decisions rather than a missionary spirit . . . The situation is so bad that it forces many previously non-political people to make decisions."

Appropriateness

These people are effective because they're so straight, so noble," said Sue Ellen, speaking of the Boston Five. "Resistance people are very careful. Michael Ferber doesn't slug the cop that arrests him . . . If they used violent techniques, it would appear in the national media as childlike."

Sue Ellen endorsed appropriateness in any kind of protest, "Acts have to explain by their very nature why they are being done." She labelled the draft card burnings of last year as ineffective — "The country thought, 'here are a bunch of spoiled brats whose parents are going to bail them out' and that's just what happened, too." On the other hand, she pointed to turning in ones draft cards as an example of effective protest, which "demonstrates thoughtful severance from the system."

Italian Department to Present Speaker: Authority to Investigate Unique Art Form

In preparation for the performance of "The Three Cuckholds" on March 19, the Italian department is sponsoring a lecture by professor Frances Fido of the University of California at Los Angeles, on Tuesday, March 12, at 4:15 in Pendleton. He will speak on "What is commedia del Arte?" An eminent authority on the art form "commedia dell' arte," professor Fido has published work on Carlo Goldoni who, in the eighteenth century, reformed the Italian theatre.

The origin of "commedia dell' arte" dates to Italy in the sixteenth century. In that period, Italians were experimenting with the ancient Greek form of pantomime. In pantomines, the actor performed in "dumb show", while a chorus described and commented on the action.

By the fifteenth century, bands of roving players in Italy performed on street corners, with established dialogues and routines. From these beginnings grew a form of theatre which spread throughout the world, and influenced artists, composers, and playwrights for several centuries.

Goldoni, Moliere, Goldsmith, and Shakespeare borrowed directly from the old commedia scenarios for ideas for plots and characters.

Prior to the March 19 performance by Van Dexter's Commedia Dell'Arte Players of "The Three Cuckholds" there will be a special library exhibit on this unique art form in which the characters who wear masks, extend their acting through voices and body.

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Poet Journeys Outside Time

by Barbara Furne '69

What James Scully invited us to do was, literally, to march with him, slowly, quickly, but always questioning the existence of the journey and its destination. The young poet, whose first book of poetry, **The Marches**, won the 1967 Lamont Prize for the best first volume of poetry published last year, expanded the Pope Room into "pink-pale clouds" that marched "as far as the mind can reach."

With images that probe sharply what life "was, . . . is, . . . what it is about to be," Scully turned from Coventry, Connecticut, to Chicken Country, and forced us to answer to ourselves: what will the rhythm of the marches in our life mean, if anything?

Cows and Frogs

Pinned in the dazzling greenness of "Midsummer," Scully subtly pushed us into the confines of the "livestock locked within" fields that "glacial rock like giant bone pokes through." The march that we walked became still and as silent as grazing cows, and we were, too, as much "one pulsing mass" as the cows were. Do we believe that this, "rockbound," may be "the kingdom come?" No. We started our march again.

Now we were over northern France, with an "American Airman." But the plane melted away, and we were left alone with ourselves, and "stars and air and passing time." Our movement was circular, going "round, round the Arch" in Paris. But even endless circuitry told us little more than the fact that we had been through Armed Forces Day, and that not even the king's men "could put this story right again."

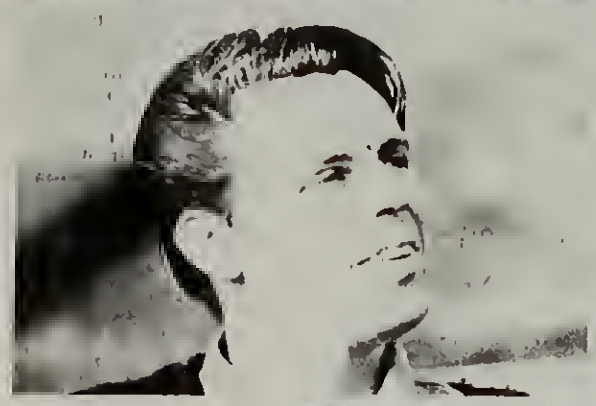
Chicken Country

Had we become the chickens? We'd marked to "coops . . . cinderblocked lines of unbroken windows," and our journey paused for a time out of time. For, all we did was "assemble, reassemble" and live in a "life just under the wire." And the only comfort we obtain from Scully is the sadly human awareness that the "language in the poem was not his, unfortunately, but ours." And so, we scratch out instinctive messages, and peck away at each other until we bleed. And then we left "Chicken Country," for a while.

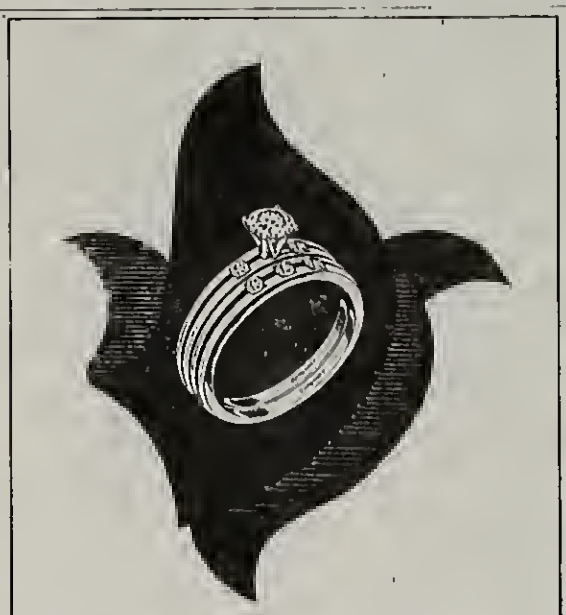
We marched until we reached "Blueberries." We collected them until we were collected and pinned in the blueberry bucket, too, "a heap of old ball bearings wearing through the grease." Yet, can we, in some "otherworld" look back upon the "aftertaste" of blueberries, and reach beyond "an unspectacular cranny" that serves as a position in our march?

The Marches

We finished our march with a translation of a Russian poem, fittingly entitled by Joseph Brodsky. We finished at a graveyard, where those people were dying for others, yet believing blindly in dreams. Our march had been untilled. James Scully wanted it that way.



James Scully, author of THE MARCHES, Holt, Rinehart and Winston, Inc. Photo by Becht & Rosenthal



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News Reporter Reacts to New Hampshire Catches Hold of '68 Campaign Excitement

by Anne-Marie Connolly '70

Wednesday 7:40, hot cereal—going to walk a lot—bound to be colder up there. "What are you all dolled up for?" Working for McCarthy in New Hampshire. "He's a Don Quixote, kid. He hasn't got a chance." Listen, kid, he has. Get informed. What is Wellesley's thing? Apathy? Pressure on L.B.J. Draft Rocky. New platform. We need 25% in N.H. We're going to get it Conversion?-unlikely.

8:00-they're on time. Squeeze in. "Back by six?" Definitely. "Have you read what the Wall Street Journal just said on McCarthy?" "Give Prue the Look article." "I didn't know he played ice hockey."

Third Exit — Concord

Passing Manchester, home of Union Leader renowned backer of L. D. Hicks and "Pandora Mills can swing a Presidency." Third exit is Concord. Take a left. Gold dome on the capitol. And while you're looking up, notice the huge billboard, the huge grin-"Nixon's the One."

And this is New Hampshire. Three-to-one Republican. Northern farmers and Portsmouth fishermen vs. labor democrats and a few Boston refugees. Main Street-Nixon headquarters, lee palace with an Andy Warhol touch. Where's Eugene? Side street, large enough sign. Enter and sign in, please.

Headquarters is three large rooms decorated in late Bell and early poll map. Receptionist's kids are crying and Sam Brown stands with arms outstretched, crucified on inefficiency.

You're ushered in with welcome smiles to the coffee and the coat room-a wall with eighteen nails and over a box marked sleeping bags. (Some students sleep overnight on headquarters' floor.) Joan Baez records and a glazed doughnut. Go to it.

"Need five people over here." Lick envelopes, stamp flyers, alphabetize, stamp, lick, phone more people. Person to person contact works. "In N. H. five votes can be 1%" — A. Lowenstein.

Lunch? a hamburger with onions and a debate on the effect of Romney's withdrawal. Where did all these well-informed people come from?

Read another pamphlet—McCarthy's Position on the Urban Crisis. Briefing: "2/3 N.H. General Fund goes to Vietnam." Appeal to their purses, not so idealistic? a political necessity.

Canvassing Can Be Fun, — one of the never-to-be-written books. You meet with little slam-the-door rudeness. The discouragement is finding so much lack of concern. "I'm not interested in politics." "Johnson's inevitable." "I thought McCarthy was dead.' Or worse, "Isn't he one of those 'peaceniks?"

But most will listen. Baby, you're where it's at. Inform away. Don't argue. Smile, Convince. A democratic alternative depends on this housewife with that kid clutching her leg, on that gas station attendant who greased up your neat little propaganda, on the drug store owner whose son is over there fighting for freedom and the drug store.

Squeeze in.

Hash over the day. Hack the political jargon. A little discouraged, a lot enlightened. Swap anecdotes and speculations.

"How'd it go, kid?"

Yeah ,he's Don Quixote. Meet Sancho.

Lowenstein Asks Support for McCarthy; Declares Confidence in Candidate's Race

by Pat Nicely

"What I have to convince you of now is that we're going to win," said Al Lowenstein to a crowded Room f audience last Monday night. Lowenstein, national vice-president of Americans for Democratic Action and chief advisor to Senator Eugene McCarthy, was speaking of McCarthy's campaign for the Presidency, and more specifically, of the New Hampshire Democratic Primary on March 12.

"We're in the process now of turning the whole country around," he continued. "In New Hampshire, supposedly a hawk state, we were told we had no chance. We began literally from scratch. And now, of the two Congressional districts, if we work hard during this last week, we will pull one." He estimated that McCarthy would receive one-third of the total vote.

The Midwest

Another mobilization for McCarthy now under way is for the Wisconsin Democratic Primary. "The greatest problem there," said Lowenstein, "is that there's no money." Students of the University of Wisconsin at Madison are trying to raise $100,000. Matched with another $100,000 from all over the country, it will be enough to finance the television and advertising coverage necessary to the campaign.

Lowenstein asked the Wellesley McCarthyites to contribute their share: "You've got enough people here, without discussing your socio-economic profile, to cough up a substantial sum." He suggested that each student contribute $5, and that all sympathetic faculty members be approached for larger donations.

The first delegates to the Democratic convention will be elected Tuesday from the Minneapolis-St. Paul area of Minnesota. Lowenstein fully expects the McCarthy supporters to be elected.

Academic Muscle

Lowenstein also emphasized the need for active campaign support from the academic community. It seems to be the "genius of the general left," he said, to spend all of its time speculating and discussing without ever getting out to work for its candidate. The average age of campaigners is 22, and older, more experienced people are needed to help organize the work. "The academic muscle in this country is enormous," said Lowenstein.

When asked what would happen if President Johnson did win the nomination, Lowenstein replied, "One of the most absurd hypotheticals I know of is to assume that Lyndon Johnson will get renominated." Later, though, he ad-

(Continued on page 10)

Vietnam Summer Posters

A powerful poster announcing Vietnam Summer (in the summer of 1967) showed a woman fleeing with a child from a scene of war. The poster, which was widely displayed, was the work of Sigmund Abeles, the resident artist at Wellesley College. One hundred of these posters — about three feet by two feet in size — remain unused and are offered for sale at three dollars each. The proceeds will be given to the Peace Action Committee of Eastern Massachusetts (PACEM) which is carrying on the anti-war work of Vietnam Summer in this area. They may be seen and purchased at Room f in Billings.

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'The Proposition' Strikes at Lyndon's USA, Scores Hit

By Barbara Schlain '69

The satirical revue is, in general, a lost art — if it ever existed at all — in America.

Yet **The Proposition**, currently offered in Cambridge, is an example of exactly how amusing the best of this tradition can be.

At 245 Hampshire Street, Inman Square, in Cambridge (and in this reviewer's opinion, the management ought to offer free tickets to anyone who can find it), the revue is admittedly uneven, ranging from hysterically on-target in its best moments to rather draggingly off — in its worst. Yet even during the latter, it remains worth seeing, if merely to watch what a small group of talented young people are able to do.

Bernstein in the Nursery

Probably the best moment of the entire evening comes with John Forsler's parody of Leonard Bernstein leading a Young People's Concert. His study of "Hickory Dickory Dock" is replete with shakes of his long (though not silvery) locks, a suspiciously familiar use of hand gestures, and a vocabulary consisting mainly of phrases like "creative genius," "pregnant with meaning," and "repetition of the original theme."

To recount all the bright moments would take far too long, but unabashedly excellent were Lori Heineman's opening blend of the self-consciously ethnic Bobbie Jo Gentry-Joan Baez act, and Ken Tigar's Kiesinger imitation.

Trap the Traitor

This is not to slight the rest of the cast, Karen Meyn,, Fred Grandy, and Paul Jones had their at least occasional good moments, especially in a television show of "Trap the Traitor," (in this case Cinderella) performed by the entire group, and in a man-in-the-street interview with a pervert who gave his opinion of the war with a curious gleam in his eye: "Bring the boys back home!"

While Jeremy Leven's material had its faults, the least funny parts of the evening are the two improvisations — as if one were not enough. A la Second City, the group builds a skit around a first and last line provided by the audience. The luck of inventiveness of the latter is mirrored on stage. To the hisses and boos that accompanied the creation I had the misfortune to witness, one member noted, "You should have seen the one we did last week, if you think this is bad." This reviewer is only glad she did not.

Weak in the Arts

The second improvisation is a panel called "This Week in the Arts" which discusses a play, movie, and musical composition named by the audience. Its effectiveness varies proportionally with the ad libbing skills of the cast, ranging from the completely mobile-faced Tigar, who is fine, to the wide-eyed Miss Heineman, whose talents obviously lie in other directions.

Apart from the weakness of the improvisations, the most serious failure is Miss Heineman's fable reading. She may be beautiful and sweet, but the mock-seriousness revolves around a rather unfortunate pun. The overly cute whimsy is an entirely out-of-place display of virtuosity (or lack of such) which seems to offer juvenalls as the only positive alternative to the sick society so aptly satirized during the rest of the evening.

Throwing Darts, Hitting Cows

Despite the flaws, **The Proposition** remains an exceptionally clever dart-thrower at some of the more sacred and profane cows of United States, 1968: Vietnam, McCarthyism, heart transplants, Bobby Kennedy, mass media, virginity, the games people play, uncultured culture, and cultured unculture.

As the button the audience receives with the program declares, "I'm dedicated to **The Proposition**." I think you will be, too.

Look at those crazy college girls.

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What's this younger generation coming to?

Peace Corps Director Vaughn Appears at Harvard Urges Business to Help Corps with Men not Money

Peace Corps Release

Peace Corps Director Jack Vaughn spoke at the Harvard Business School last month, and recommended that business and industry encourage their best employees to spend one or two years in voluntary service to attack the social and economic problems facing America.

Vaughn said a steady infusion of short-term volunteers — upwards of 100,000 a year — is needed to make a massive assault on American deprivation.

He said there is "simply not enough manpower or money in the world to combat the problems in any other way."

Incentives

Vaughn, who has headed the Peace Corps for nearly two years, envisioned business and other private organizations giving incentives to young men and women they recruit from the nation's campuses to spend a year to two in voluntary service. He suggested they be given extra credits in seniority and opportunity for advancement for this service.

He also foresees business and professional people, with the encouragement of their companies and firms, devoting part of their time year after year to voluntary service. The American business and professional community, Vaughn said, could become the recruiting center for this badly-needed Volunteer manpower.

Solve Poverty Problems

With business and industry already organizing programs in urban housing and job training, Vaughn said he believes they are now ready to accept responsibility for helping to solve problems of poverty and ignorance.

"It would not be a long step for them to contribute manpower as well as money and expertise," he told students. Vaughn also said that voluntary service gives the kind of training in leadership that cannot be obtained anywhere else.

He noted that in the Philadelphia school system last year, the board of education hired Peace Corps volunteer teachers from overseas, sight unseen, at a salary of a teacher with two years experience.

Renewal Invitation

Nearly 200 badly needed returned volunteers came to Philadelphia, he said. Because of the performance of the volunteers the school district is planning to renew the invitation to overseas volunteers again this year.

"If returned volunteers perform that well, it is surely to the interest of any business to encourage its most promising young men and women to volunteer," Vaughn said. "And if businesses do offer such encouragement, ten or hundreds of thousands of volunteers can be found."

Maximum Freedom

He said that making service voluntary means more than just not paying salaries to the people who serve. It means giving each volunteer the maximum amount of freedom, consistent with effectiveness, to do his own job in his own way — or even to choose what jobs to do on the basis of the conditions he finds where he is stationed.

Vaughn said that some kinds of domestic service could not succeed under government auspices, but would have to be sponsored privately. "Sometimes it is necessary to fight City Hall, and City Hall cannot lead that fight," Vaughn said.

No Instant Solution

He also said that a cardinal rule for voluntary service organizations is not to expect instant success. "Although it is fashionable nowadays to demand instant solutions to every species of problem," he said, "I simply do not believe that the problems of deprivation, which are as old as the human race, and as complicated as the human mind and heart, can be solved instantly by any amount of money or skill or enthusiasm."

He challenged the business school to devise ways of adapting the Peace Corps experience to solving problems of deprivation at home and offered the resources and experience of the Peace Corps in innovating the project.

Deprivation

Vaughn said that the qualities that stimulate social change in the villages of emerging nations are the same that can help the people in America's slums and rural backwaters finish the big social changes they demand.

Vaughn noted that if the Peace Corps' 13,000 volunteers were simply salaried employees earning $10,000 a year, the cost of the program would double and result in an inferior performance at the same time. "Volunteering and the dedication it implies," Vaughn said, "produces better service than money could buy."

Not a Career

Vaughn estimated that a massive national voluntary service program might conceivably reduce a $10 to $100 billion program by one half or one quarter and make a massive attack on American deprivation a great deal easier to launch.

Vaughn said the Peace Corps and organizations such as VISTA have proved that there are literally tens of thousands of men and women who are willing to devote a year or two working with the deprived, but few could make it a career.

Short Term

"I have seen volunteers — some of them the very best volunteers — so emotionally drained when their service was over that, if they had offered to re-enroll, we would probably have rejected them because we would have been afraid of what another two years in the Peace Corps would do to them," Vaughn said.

Vaughn said there are a great many people who can do work among the deprived very well for a short time, but very few people who can do it even passably for a long time.

Lowenstein . . .

(Continued from page 8)

million that "McCarthy will reassess the situation if Johnson gets renominated."

He explained that at present it is unwise for McCarthyites to absolutely refuse to back Johnson. "Richard Nixon and Lyndon Johnson need each other," he said. If Democrats refuse to back Johnson, they will encourage Republicans to nominate Nixon, and "the only Republican Johnson can beat is Nixon, and the only Democrat Nixon can beat is Johnson."

Other Possibilities

In a response to a question about Senator Robert Kennedy, Lowenstein said that "Bobby made it clear from the beginning he won't run," he "will share in the general joy if Johnson is defeated . . . If we end up with Bobby Kennedy instead of Lyndon Johnson, at least we will have made reasonable progress toward sanity."

Lowenstein said that so far there is not a good Republican candidate in the running, but "whatever happens now will influence Nelson Rockefeller's soul." He feels that the New Hampshire primary will force Rockefeller to emerge as a candidate who represents change in the Republican party.

Closing his speech with a plea for workers to help out in the final days of the New Hampshire campaign, Lowenstein said, "New Hampshire is the kind of state where if you sway five votes it's one per cent of something." Buses will leave every day from Harvard Square, and workers are especially needed on weekdays.

MADEMOISELLE COLLEGE BOARD

How can a college student gain experience in publishing while still in school? Mademoiselle magazine has a unique program — its College Board — that enables students to participate in some of the magazine's activities. This year Wellesley College will be represented on the Mademoiselle College Board by Barbara Bytell '68, Leslie Enders '68, Joan Manhertner '68, Harriett Milnes '70, Margaret Stone '68, Kathleen Thomas '69, Anne Trehlcock '70, and Pat Worsley '68.

Student Radicals . .

(Continued from Page 1)

lary discussion will begin, led by Barbara Haber, a long-time member of SDS, presently working with her husband at the Institute for Policy Studies in Washington, D.C.

On Saturday there will be workshops on various career possibilities, first general ones and then more specific discussions. A workshop on the role of women in the movement will be included, and should be of interest both to those who seek an active involvement and to those who as wives will seek for their husbands radically fulfilling occupational possibilities.

The Bread and Puppet Theatre will also perform. On Sunday there will be reports on movement activities in the various urban centers, as well as explorations into the possible ways in which radicals can help and support each other financially and emotionally. The registration may be obtained by calling Ken Frisof at 864-0920, or the Paper Tiger at 262-7891.

FORD HALL FORUM

Ford Hall Forum, the nation's oldest assembly for the free discussion of vital issues affecting society, resumes its Spring program on Sunday evening, March 10, at 8 p.m. when James P. Grant, assistant administrator of the U.S. Agency for International Development (AID) speaks on "The Other War in Vietnam." His appearance on the Ford Hall Forum platform in Jordan Hall, Gainsboro Street, Boston, is under the joint sponsorship of the World Affairs Council. Judge Reuben L. Lurie will preside. At the next program Jordan Hall will discuss "Extremism: The Sickness of the Sixties" on Sun., March 17.

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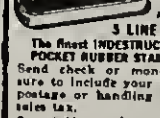

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Lawyers Seek Understanding of Role in Vietnam War

by Peter Hutcheon
Harvard Law School

Posed as a question, "The Role of the Law and the Lawyer in the Vietnam Conflict" is the title of a non-credit course taught in 10 two hour sessions at the Harvard Law School. A rotating group of about a dozen professors at the school provides direction for the course's wide ranging analysis. Some 350 students from the Harvard community have crowded the lecture room in Langdell Hall for each of the three sessions held thus far.

Professor Alan Dershowitz, who served a year as law clerk to then Supreme Court Justice Arthur Goldberg led the first evening's discussion of "The War Power: Allocation of Authority between Congress and the President". Using the Socratic method of questioning, familiar to the law school classroom, professor Dershowitz sought student comment on two cases in which the Supreme Court had refused to consider allegations that the war in Vietnam is unconstitutional. The discussion revealed a concern that the Court is probably not in a position to rule, not only because they may not have the power to enforce a decision, but also because a judicial holding is not the most appropriate mechanism to control the foreign policy and war powers of the executive.

Professor Abram Chayes, legal advisor to the State Department under President Kennedy, then directed attention to Senate Resolution 187, passed unanimously last November by the Foreign Relations Committee. This resolution attempts to require congressional approval of all future commitments of "the Armed Forces of the United States to hostilities on foreign territory for any purpose other than to repel an attack on the United States or to protect the United States' citizens or property." Again, depending on the contribution of students, professor Chayes underscored the weaknesses in the restrictions. Students found loop-holes in the general language large enough to have allowed all of the troop commitments to Vietnam, American intervention in the Dominican Republic and the use of surveillance ships such as the USS Pueblo. On the other hand, the very existence of such a resolution, it was noted, might have a profound political effect as a statement of congressional policy. One perceptive student pointed out that the Senate Resolution was unanimously supported by a committee having a full range of "hawks" and "doves" because it served the liberal cause of implicitly condemning the conduct of the Vietnam war through the traditionally conservative vehicle of asserting congressional "veto" rights over executive policies.

The clear sense of dissatisfaction with Vietnam among the students and faculty was reflected in the much broader sense of how foreign policy and military commitments are to be made in America. The search for workable institutions to broaden the base of decision-making power in this area evidenced a feeling that the executive branch had presented the American nation with a war it did not want. Hence attention turned to the possibility of increasing congressional responsibility in this area either informally or by statutory or constitutional change.

When the class reconvened a week later, it began a two-meeting consideration of the nuts and bolts of international law. Professor Chayes inherited the ex officio role of chairman. Professor Richard Baxter conducted a thorough analysis of the 1951 Geneva Accords, in which it became clear that the government of South Vietnam although existing at the time of the Accords, was not a party to them and had specifically objected to their contents. However, in 1956, India as chairman of the three member International Control Commission reported that South Vietnam had become bound by its content. This report was accepted by the sponsoring powers. The United States and South Vietnam have consistently argued that the change in conditions between the signing of the Accords and the elections which the Accords authorized for 1956 made the conditions of the Accords impossible to fulfill and released all parties from obligations under them. The Communist position is that the failure to hold those elections breached the Accords and released the Communist powers from obligations under them. Despite the current US position that the Geneva Accords can be the basis of a permanent settlement, neither the International Control Commission nor the Geneva Conference itself seems able to enforce any return to them.

Professor Louis Sohn, one of the architects of the United Nations, then discussed the place of that world body in the conflict. Specifically he probed at the failure of any member of the United Nations to introduce any resolution in either the Security Council or the General Assembly. While there are possible legal arguments against United Nations jurisdiction and practical arguments against its intervention in a Great Power struggle, that still fails to explain why not even the mavericks — Rumania, Albania, Mali — have acted.

The third, and most recent, meeting of the course found professor Milton Katz discussing "The relevance of International Adjudication?" In a thorough analysis of the parallel domestic situation in the America of 1861, professor Katz sought to discover the fundamental limits imposed by the adjudication mechanism. What would have happened had Lincoln gone to the Supreme Court for declaratory judgment that the succession of Mississippi was null and void and for an order enjoining the Mississippi action? Neither side would invoke the possibility of an adverse decision. Professor Katz argues that a similar situation obtains whenever States confront one another over "vital" issues. No common denominator allowing a solution exists.

Professor Baxter returned for a capsule analysis of the law governing the conduct of war. The primary question is the extent of application of the provisions of the four Geneva Conventions of 1949. These questions arise because of the indeterminant status of the Vietcong. Strictly interpreted the Conventions would allow Vietcong prisoners to be treated under municipal criminal law. As a matter of policy, however, the United States has decided to treat all members of main line Vietcong forces as prisoners of war. Tribunals have been set up under American aegis to weed out individual terrorists who are then subject to the criminal law of South Vietnam. On the other hand, the provisions in the Geneva Conventions for Protecting Powers to enforce guarantees of prisoners' rights have been impossible to implement.

Professor Roger Fisher finished the consideration of international law by bringing the discussion back to the title question of the course. What can lawyers do? What traditional institutions of the law can aid in reaching solutions and more broadly, does the lawyer as a professional have special responsibilities in times of crisis? Professor Fisher showed how lawyers bear the primary responsibility in carrying out decisions of the political process. In Fisher's analysis, the scope of military influence on the determination of the Vietnam conflict is very limited. The consequences of ending the conflict, who makes the decision to call off the war and what makes military action legitimate are all political issues. These issues can best be dealt with by breaking them down into one question at a time, narrowing the question to the facts at hand and doing justice to both sides. Traditionally, this is the lawyer's role, and the students who attend this course seek to carry out that role. The next seven sessions will move on to consider the draft and the consequences of peace for America both at home and abroad. The law at any one time reflects both the "is" and the "ought." The students of law participating in this course seek at least to isolate the proper questions in order to be able to find acceptable solutions to move from the "is" of now to the "ought" of peaceful settlement.

Capp, Morgan, Muggeridge to Examine 'Miniskirt Mentality' in Humerous Battle

Harvard will be rocked with wit, sarcasm, and charm as three of the greatest humorists hungo with today's youth by probing the "Miniskirt Mentality." Al Capp, Henry Morgan, and Malcolm Muggeridge will be panelists on the Harvard Law School Forum Saturday evening, March 9, at 8:30 p.m.

Al Capp, creator of "Li'l Abner," has made his voice heard on nearly every conceivable issue. With the wit of a scholar and the charm of a Harvard undergrad, panelist "Mr. Shmoo" will do his best to let all experience the fate of Charlie Brown.

Castigating Youth

It is doubtful though that even Al Capp can out-talk panelist two. With years of experience on "I've Got a Secret" and NBC "Monitor," Henry Morgan will only stop castigating the youth long enough to take a jab at the other panelists.

Seat three will bear the pressure of British humorist Malcolm Muggeridge. Contributor to Esquire magazine and past editor of Punch, Muggeridge has made a career out of being outrageous. It was he who publicly asked why Britain needed a monarchy and later stated that Churchill was a "slightly ridiculous figure." His latest call to fame was when he resigned as rector to the University of Edinburgh with an uncompromising, fiery oration on the students' request for "pot and pills."

Moderate Moderator

Panelist four is moderate only when compared with the other three. Law School Dean A. James Casner, a colorful man himself, will as moderator try to give all equal time (as required by law) to fear into today's Mini-minded youth. The outcome is far from certain.

The program will be held in Sanders Theatre, north of Harvard Yard. Tickets are on sale at the Harvard Coop, Forum office, and the door for $1.

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Book Answers Query "How to Stay out of Army"

by Art Goldberg
LNS

How to Stay Out of the Army, by Conrad Lynn (Grove, $1.25).

This new book may be one of the more valuable Grove has distributed in recent years. Its subtitle is "A Guide to Your Rights Under the Draft Law." The author, Conrad Lynn, is a well-known civil liberties attorney who has specialized in draft cases since World War II.

Lynn's intentions are as clear as the title of his book. He regards the draft law and the draft machinery as unconstitutional, and is opposed to the war in Vietnam.

How to fight the system

From his wide experience with draft cases, Lynn knows where the draft law is vulnerable and where it is not. He knows how the draft machinery can be clogged up, and how and where it can be fought. The book in effect is a manual on how to fight the selective service system.

Some highly interesting, and heretofore generally unknown bits of information stand apart from the rest of the book. For example, a man who now applies for a conscientious objector status no longer has to be a pacifist. He need not even be a member of an organized religious group, nor must he prove a belief in a "Supreme Being." The Supreme Court has ruled that a man's "internally-derived" concepts, if sincerely held, can be considered religious.

This ruling has already caused General Hershey considerable consternation. Lynn notes that all of his friends who have filed their "unique" religious beliefs as grounds for conscientious objection have had their cases placed in a "deep freeze" by the selective service system.

For those who would fight selective service on its own terms, Lynn points out that no lawyers are necessary (they are specifically barred) in filing appeals with state and national draft appeal boards. He notes that a case can be tied up in the draft machinery for as long as two years, for only the cost of postage. The draft boards must supply all appeal forms.

Jury Trial

Draft resisters, those who defy the system, or refuse to cooperate with it, are presented with a variety of suggestions. Foremost among these is the advisability of demanding a jury trial. According to Lynn, Chief Justice Lumbard of the Second U.S. Circuit Court of Appeals said last winter that if every draft objector insisted upon a jury trial, two percent of the men called into service could force the entire federal court system to a standstill.

If there is any criticism to be made of Lynn's book, it is that he devotes too much time to discussing the ramifications of all types of selective service classifications. In some ways this seems like unnecessary padding, as a simple listing of the classifications would have served as well. He also spends a good deal of time discussing ways of beating the selective system, rather than combatting it.

Yet, Lynn makes it abundantly clear that one can do much greater damage to the system by bogging it down in appeals and demands for reclassification than by defying it outright (presuming, of course, that the percentage of men defying the system remains rather small). Outright defiance results in immediate 1-A classification, and throws the case directly into court, although the resister might not be prosecuted for some time. It saves the local board a lot of work.

Early Entry in Snow Sculpturing Contest?

Galbraith . . .

(Continued from Page 5)

presentation. Most of the Wellesley audience is fairly familiar with the details of the war and disillusioned with the situation; the use of personal sarcasm simply lugged the talk with a suspect note of emotionalism. His possible solutions were not terribly new and did not merit the self-congratulations he seemed to give himself for having thought of them.

Rockefeller . . .

(Continued from page 7)

solution to the problem. A draft at the convention would be too late, he feels. Because the governors have not yet acted, the Rockefeller supporters are seeking a non-partisan draft.

Campaign Issues

The two major issues appear to be the problems of the nation's cities and the war in Vietnam. The Harvard coordinator summed up Rockefeller's position. Realizing the significance of urban congestion and degeneration, he has apportioned funds to develop New York's rapid transit and has instigated a new agency to study urban renewal. Although Rockefeller has continually refused to commit himself on Vietnam, he has promised to clarify his position. Most recently he has compared the overreaction of violence in the cities to the nation's foreign policy.

Students for Rockefeller originated with 5 students and has grown to include 12 directors and coordinators. Wellesley representative is Rhea Kemble, '69 in Tower Court West. The organization has sold 1500 Draft Rockefeller buttons to date. In hopes of stimulating a favorable reaction from the now reluctant Governor, Students for Rockefeller distributed petitions for the audience to circulate which urge Rockefeller to "place his name before the people of Oregon and of the nation."

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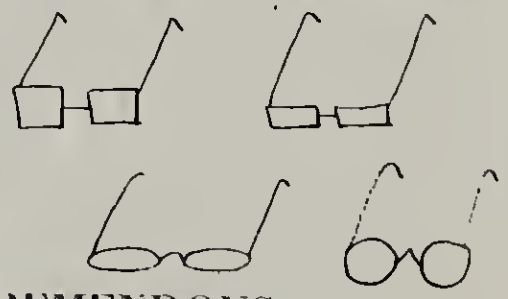

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